

SPACE INFLUENCING EDUCATION

Seven ways of thinking



Socially constitutive

Spaces and **communities** enrich each other over time. Communities establish **routines**, **engage** individuals in different ways, and **re-shape** spaces to fit communal needs. We should encourage a sense of **ownership** and invite staff and students to **help develop** spaces.



Constitutive

The ways we think and act are fundamentally spatial. We **manipulate** the material world to help us think, and use space to **record** and **display** our thought processes. We should provide spaces that are **interactive**.



Associative

Spaces reminds us of social settings, or **places**. Places set expectations: how to act, who will be there, what others will be doing, what resources will be available. We should set expectations by building spaces that **evoke other places**, even those outside higher education.



Stimulating

Space encourages us to think. We are attracted to some spaces and they can **motivate** us to learn. We should design spaces that make us **reflect** or **explore**.



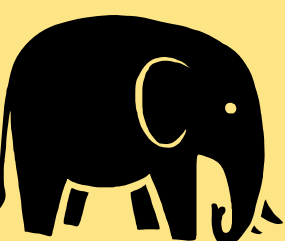
Containing

Spaces house **different scenarios**. If we think carefully we can design spaces to physically **support** or constrain how people work in the space. We should make spaces more **flexible**.



Impeding

Space is an obstacle that can get in the way of learning. Good spaces are those we **don't notice**. We need to apply **standards** so that people can **rely** on institutional space.



Insignificant

Students are more concerned with other issues. Educational theories and research don't mention space. The internet makes space **less relevant**. We shouldn't worry unless people **complain**.

Adapted from